

WHITEHALL ELEMENTARY

702 Whitehall Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	507 Students	
Principal	Kevin Snow	864-260-5255
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Average	Average
2008	Average	Below Average
2007	Average	Average
2006	Average	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

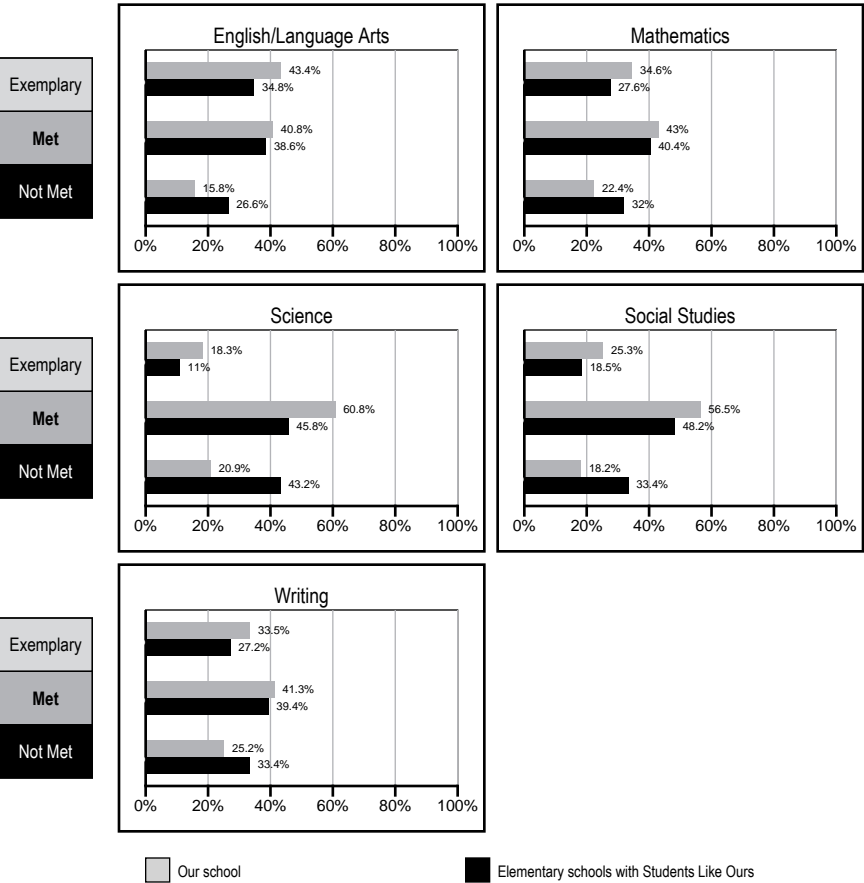
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	11	96	13	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=507)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 3.1%	1.6%	1.2%
Attendance rate	99.9%	Up from 96.1%	95.7%	96.1%
Eligible for gifted and talented	20.8%	Up from 11.5%	9.6%	11.7%
With disabilities other than speech	7.9%	Down from 12.0%	9.1%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	41.7%	Down from 45.2%	58.5%	60.5%
Continuing contract teachers	86.1%	Up from 71.4%	84.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 82.4%	86.5%	87.0%
Teacher attendance rate	93.4%	Down from 94.4%	94.9%	95.4%
Average teacher salary*	\$44,207	Up 0.4%	\$46,506	\$47,288
Professional development days/teacher	8.3 days	Down from 8.8 days	10.9 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.9%	Up from 90.0%	89.8%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,370	Down 4.4%	\$7,518	\$7,548
Percent of expenditures for instruction**	69.0%	Down from 70.8%	67.9%	68.7%
Percent of expenditures for teacher salaries**	67.5%	Down from 69.9%	64.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty and staff of Whitehall Elementary School are committed to serving children according to their individual needs and helping them develop to their fullest potential. In addition to a rigorous curriculum, we teach our students to respect their own and other's talents, skills, and cultural backgrounds. During the 2009-2010 year, Whitehall Elementary served 506 students in kindergarten through fifth grade. Two emotionally disabled classes were housed at the school to meet the needs of district students.

Whitehall Elementary is fully accredited by the Southern Association of Colleges and Schools (SACSCASI). The school's five-year improvement plan focuses on the following goals: 1) Increase student achievement for all demographic groups based on Similar Schools data and at all levels on PASS, 2) Improve school climate by increasing the level of students' personal and social responsibility, increasing parent involvement, and increasing teacher morale, and 3) Increase the teacher retention rate. In an effort to address these goals, professional development for teachers, curriculum initiatives, and other activities have been implemented.

Whitehall received an Absolute Rating index score of 3.10 on the 2009 State Report Card from the State Department of Education (SDE). The school has maintained its Absolute Rating of "Average," indicating that the school meets the standards for progress toward the 2010 South Carolina Performance Goal. Whitehall improved its Growth Rating from "Below Average" to "Average." The school met 20 out of 21 objectives as defined by the "No Child Left Behind" (NCLB) law. It did not meet "Adequate Yearly Progress" (AYP) as determined by NCLB because the school must meet 21 out of 21 of its objectives to receive AYP. Despite these changes, the faculty and staff of Whitehall remain committed to its mission of developing responsible, knowledgeable, and ethical students by providing challenging learning opportunities.

This year, Whitehall students participated in an Artist-in-Residency program that focused on developing the creativity of students. One student's art was purchased and placed in the permanent collection at the Anderson County Arts Center. Students also participated in a number of service-learning activities to give back to the community. The school's Robotics team of fourth and fifth graders competed in the Regional Robotics Competition at Clemson University and placed third in the "Project and Research" category. Finally, in an environment where everyone is encouraged to "never stop learning," the music teacher earned her doctorate in music education. In addition to being an Exemplary Writing School, a Schools of Promise school, and a Red Carpet school, the Whitehall community is proud of this year's accomplishments.

Whitehall Elementary continues to be a school where "Learning is an Adventure and Character Counts!"

Kevin Snow, Principal

Sandra Dove, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	77	67
Percent satisfied with learning environment	82.9%	96.1%	95.4%
Percent satisfied with social and physical environment	85.7%	97.4%	83.6%
Percent satisfied with school-home relations	65.7%	97.4%	89.6%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	260	96.9	15.8	40.8	43.4	89.9	86.4	83.5	Yes	Yes
Gender										
Male	138	94.9	16.1	39	44.9	90.7	83.4	80.1	N/A	N/A
Female	122	99.2	15.5	42.7	41.8	89.1	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	118	100	7.3	39.4	53.2	96.3	91.6	89.6	Yes	Yes
African American	113	94.7	23.2	43.2	33.7	85.3	78.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	26	92.3	28.6	33.3	38.1	76.2	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	42	83.3	51.4	34.3	14.3	74.3	55	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	23	95.7	30.4	34.8	34.8	78.3	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	192	96.9	19.5	42.7	37.8	87.2	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	260	99.6	22.4	43	34.6	86.8	84.4	80.4	Yes	Yes
Gender										
Male	138	99.3	25.4	38.1	36.4	85.6	82.1	78.4	N/A	N/A
Female	122	100	19.1	48.2	32.7	88.2	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	118	100	12.8	45.9	41.3	94.5	90.7	87.8	Yes	Yes
African American	113	99.1	33.7	42.1	24.2	78.9	74.1	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	26	100	23.8	38.1	38.1	81	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	42	97.6	65.7	25.7	8.6	60	49.3	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	26.1	34.8	39.1	82.6	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	192	99.5	26.2	42.7	31.1	84.8	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	175	100	20.9	60.8	18.3	79.1	77	67.3
Gender								
Male	92	100	17.7	62	20.3	82.3	75.5	66.9
Female	83	100	24.3	59.5	16.2	75.7	78.4	67.7
Racial/Ethnic Group								
White	76	100	5.6	64.8	29.6	94.4	86.3	79.6
African American	76	100	34.9	58.7	6.3	65.1	62.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.7	84.4
Hispanic	21	100	35.3	52.9	11.8	64.7	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	N/A	N/A	N/A	52.6	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	33.3	55.6	11.1	66.7	73.3	58.6
Socio-Economic Status								
Subsidized meals	126	100	24.1	62	13.9	75.9	67.5	55.4

Social Studies								
All Students	175	100	18.2	56.5	25.3	81.8	80.1	70.9
Gender								
Male	99	100	17.9	54.8	27.4	82.1	78.6	70.1
Female	76	100	18.6	58.6	22.9	81.4	81.7	71.7
Racial/Ethnic Group								
White	84	100	8.9	58.2	32.9	91.1	85.8	79.2
African American	75	100	29	53.2	17.7	71	71.2	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	14	100	27.3	63.6	9.1	72.7	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	100	31	62.1	6.9	69	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	14	100	28.6	57.1	14.3	71.4	77	68
Socio-Economic Status								
Subsidized meals	128	100	21.8	56.4	21.8	78.2	71.4	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	254	100	25.2	41.3	33.5	74.8	75.7	72.1	99.9	99.9
Gender										
Male	132	100	31.1	42	26.9	68.9	69.5	65.2	99.9	99.9
Female	122	100	18.9	40.5	40.5	81.1	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	117	100	16.4	44.5	39.1	83.6	84	80.8	99.9	99.9
African American	109	100	33.3	38.5	28.1	66.7	63.6	59.7	99.9	99.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	25	100	38.1	38.1	23.8	61.9	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	41	100	63.9	33.3	2.8	36.1	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	34.8	39.1	26.1	65.2	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	187	100	27.1	45.2	27.7	72.9	65.9	61.9	99.9	99.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	87	100	17.3	39.5	43.2	82.7
	4	93	100	24.1	41.4	34.5	75.9
	5	85	100	12.5	52.5	35	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	98.7	17.4	21.7	60.9	82.6
	4	90	92.2	19	44.3	36.7	81
	5	92	100	11.3	53.8	35	88.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	87	100	32.1	42	25.9	67.9
	4	93	100	28.7	43.7	27.6	71.3
	5	85	100	18.8	50	31.3	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	100	27.5	31.9	40.6	72.5
	4	90	98.9	19	51.9	29.1	81
	5	92	100	21.3	43.8	35	78.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	27.5	52.5	20	72.5
	4	93	100	23	64.4	12.6	77
	5	44	100	24.4	61	14.6	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	36.4	42.4	21.2	63.6
	4	90	100	16.5	65.8	17.7	83.5
	5	47	100	17.1	65.9	17.1	82.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	43	100	16.3	51.2	32.6	83.7
	4	93	98.9	8.1	61.6	30.2	91.9
	5	41	100	17.9	51.3	30.8	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	40	100	19.4	61.1	19.4	80.6
	4	90	100	17.7	57	25.3	82.3
	5	45	100	17.9	51.3	30.8	82.1
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	90	100	32.1	41.7	26.2	67.9
	4	93	100	40	38.9	21.1	60
	5	88	100	27.7	44.6	27.7	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	77	100	31.4	31.4	37.1	68.6
	4	88	100	25	46.3	28.8	75
	5	89	100	20	45	35	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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